# Student Assessment Update / Actualización de Datos de Evaluaciones



6.4.24

## Priority 1:
## Academic Excellence- Optimizing learning experiences for all District 76 students.

| Goal(s): | Purpose | Measurable Evidence |
|---|---|---|
| Know each D76 student by **Name, Strength and Need**:<br><br>  a.  Improve student growth in **English Language Arts (ELA) and Mathematics**.<br><br>  a.  Strengthen **social emotional well-being, learning** and engagement for all students.<br><br>  b.  Implement a District-wide multi-tiered system of supports **(MTSS) program**. | Prepare all D76 students to be high school, college/career and future ready and to **improve student academic and social/emotional learning growth and achievement.**<br><br>Ensure the needs of the "whole child" are met in order to **improve student academic and social/emotional learning growth and achievement.**<br><br>Provide an MTSS program to **improve student academic and social/emotional learning growth and achievement.** | ★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.<br><br>★ Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey<br><br>★ Incorporate a social/emotional learning screener in the MTSS process. |

# Definition of Terms

## RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>30%ile): Instruction Provided to **ALL** Students
- Tier II (29-12%ile): Instruction Provided to Students Who Require **Additional** Support
- Tier III (<11%ile): Instruction Provided to Students Who Require **Intensive** Interventions

## Star Assessments

- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

# DLS: ELA Assessments

## Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

## Star Reading- Developmental Skills and Application

- Author
- Literary
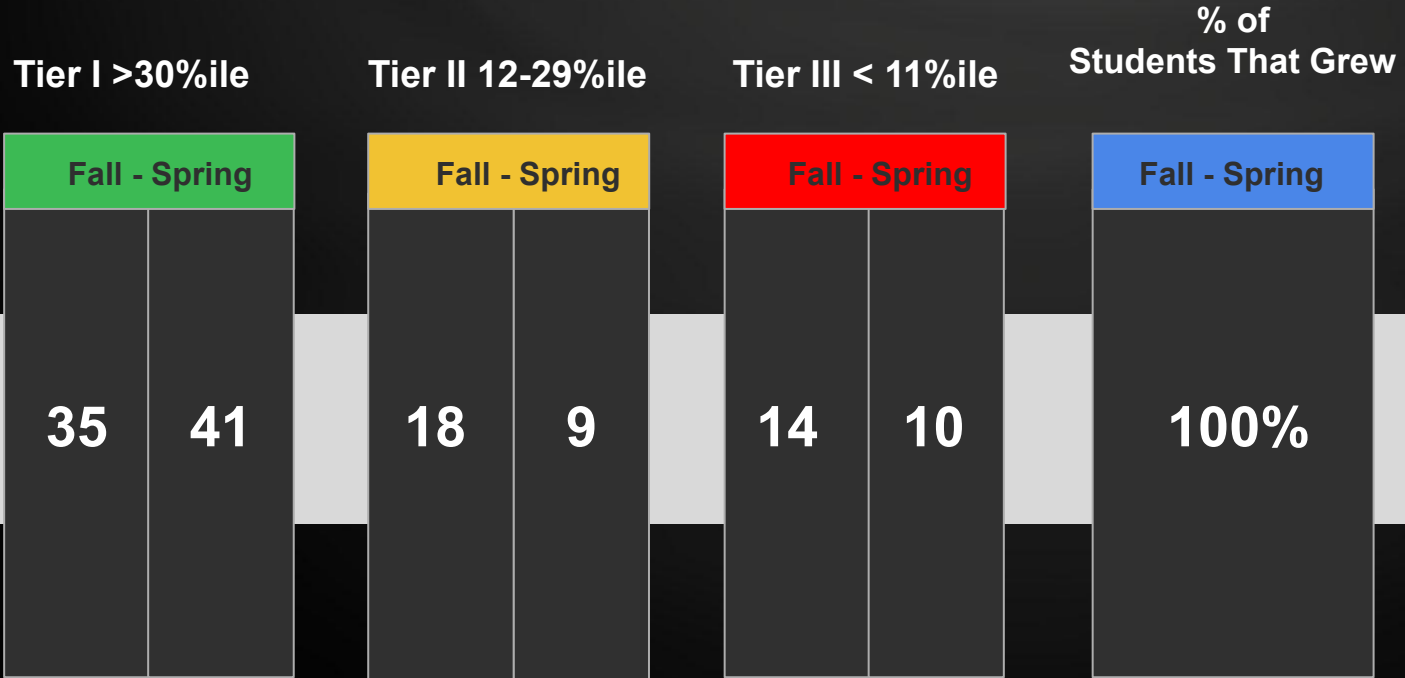- Argument
- Vocabulary
- Comprehension

# Kindergarten Star ELA - RtI Percentiles

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall - Spring | | Fall - Spring | | Fall - Spring | | Fall - Spring |
| Early Literacy | 20 | 37 | 18 | 12 | 28 | 12 | 100% |
| ELA | X | X | X | X | X | X | X |
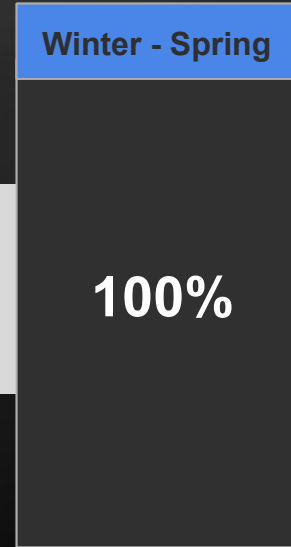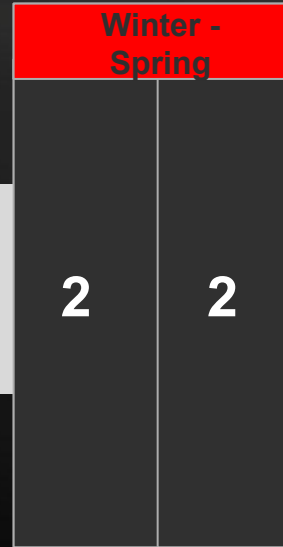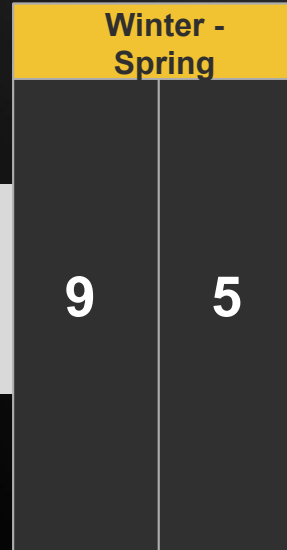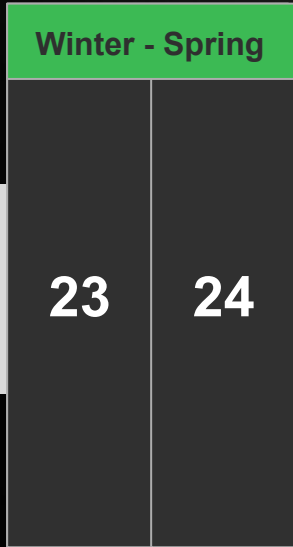
# DLS Star ELA - RtI Percentiles

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 1st Grade Early Lit. | 18 | 20 | 9 | 13 | 19 | 6 | 99% |
| 1st Grade Star | 18 | 18 | 1 | 1 | 2 | 0 | |
| 2nd Grade Early Lit. | 0 | 1 | 3 | 3 | 19 | 9 | 97% |
| 2nd Grade Star | 48 | 48 | 11 | 20 | 23 | 7 | |

# DLS Star Math - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | **Fall** | **Spring** | **Fall** | **Spring** | **Fall** | **Spring** | **Fall - Spring** |
| **1st Grade** | 56 | 64 | 7 | 3 | 6 | 0 | 100% |
| **2nd Grade** | 61 | 72 | 23 | 12 | 13 | 6 | 99% |

# DLS Star SLA - RtI Percentiles

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 1st Grade Early Lit. | 15 | 23 | 7 | 3 | 6 | 0 | 100% |
| 1st Grade Star | 4 | 5 | 1 | 0 | 0 | 0 | |
| 2nd Grade Early Lit. | 7 | 9 | 7 | 0 | 2 | 0 | 100% |
| 2nd Grade Star | 13 | 19 | 8 | 1 | 1 | 0 | |

# DLS: Action and Next Steps

| | |
|---|---|
| **What is the data telling us by grade level?** | <ul><li>Significant growth in each grade level and subject</li><li>4 students showing regression in 1st and 2nd Grade compared to 10 students showing regression Winter to Spring</li><li>Collaborative support systems, differentiated instruction, and progress monitoring are crucial</li></ul> |
| **What are we doing to address learning gaps?** | <ul><li>Deeper dive into the data for students regressing to determine specific skill deficit and needs</li><li>Data-driven team meetings to guide instruction; comparing classroom data to STAR data for specific students showing regression</li><li>Continue progress monitoring and systems of support</li><li>Sharing student work at both the grade level and Building Leadership Team level to enhance knowing all DLS students by name, strength, and need</li><li>Inclusive practice for SPED students</li><li>Additional sections, as needed, starting in Kindergarten for Dual Language</li></ul> |

# WOIS Star ELA - RtI Percentiles

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 3rd Grade | 41 | 53 | 16 | 13 | 33 | 19 | 98% |
| 4th Grade | 35 | 46 | 20 | 12 | 20 | 18 | 93% |
| 5th Grade | 40 | 56 | 15 | 14 | 28 | 15 | 90% |

# WOIS Star Math - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 3rd Grade | 56 | 58 | 10 | 11 | 21 | 19 | 99% |
| 4th Grade | 34 | 46 | 17 | 11 | 25 | 15 | 93% |
| 5th Grade | 38 | 46 | 23 | 12 | 14 | 16 | 95% |

# WOIS Star SLA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 3rd Grade | 21 | 34 | 18 | 10 | 10 | 4 | 90% |
| 4th Grade | 12 | 18 | 11 | 7 | 10 | 4 | 96% |
| 5th Grade | 27 | 31 | 12 | 6 | 8 | 3 | 86% |

# WOIS: Action and Next Steps

**What is the data telling us by grade level?**

- Our SIP Goals remain a good predictor of how we will perform on STAR.
- Students in Tier I are growing, and there to stay.
- Students are moving from Tier II into Tier I.
- Students in Tier III are growing, their SGP is high, but their attainment has not increased as much as we'd like.
- Emphasis on Tier I works, kids rise to the occasion.

**What are we doing to address learning gaps?**

- MTSS for all is built into the schedule for next year.
- MTSS times will exist at multiple points during the day for each grade level so that more push-in instruction can happen.
- Additional resources will be accessible to align instruction with priority standards, curriculum and pacing.
- Utilize consistent progress monitoring tools across the school.

# WOMS Star ELA - RtI Percentiles

EMBRACE EMPOWER EXCEL *Each Child Each Day*

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 6th Grade | 40 | 41 | 21 | 23 | 19 | 18 | 76% |
| 7th Grade | 55 | 62 | 28 | 25 | 29 | 24 | 76% |
| 8th Grade | 57 | 62 | 18 | 18 | 22 | 20 | 79% |

# WOMS Star Math - RtI Percentiles

| Grade Level | Tier I >30%ile | | Tier II 12-29%ile | | Tier III < 11%ile | | % of Students That Grew |
|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall - Spring |
| 6th Grade | 42 | 43 | 17 | 15 | 21 | 25 | 84% |
| 7th Grade | 64 | 67 | 27 | 24 | 20 | 22 | 80% |
| 8th Grade | 62 | 70 | 23 | 14 | 12 | 14 | 80% |

# WOMS: Action and Next Steps

**What is the data telling us by grade level?**

- Many students met their growth goals, yet we want all of our subgroups to meet their growth goals.
- The number of students in different tiers are progressing

**What are we doing to address learning gaps?**

- SIP goals that focus on academic excellence with student growth in Math and ELA while increasing our professional excellence strengthening instructional quality with data and instructional practices.
- Implementing targeted instruction and grouping based on academic strengths and needs.
- Implementing standards-based instruction with priority standards, proficiency scales, and assessments to reflect learning based on the standards.
- Collecting data on student progress with interventions, co-taught classes, and pull out models of instruction while utilizing the MTSS process to ensure all students grow.
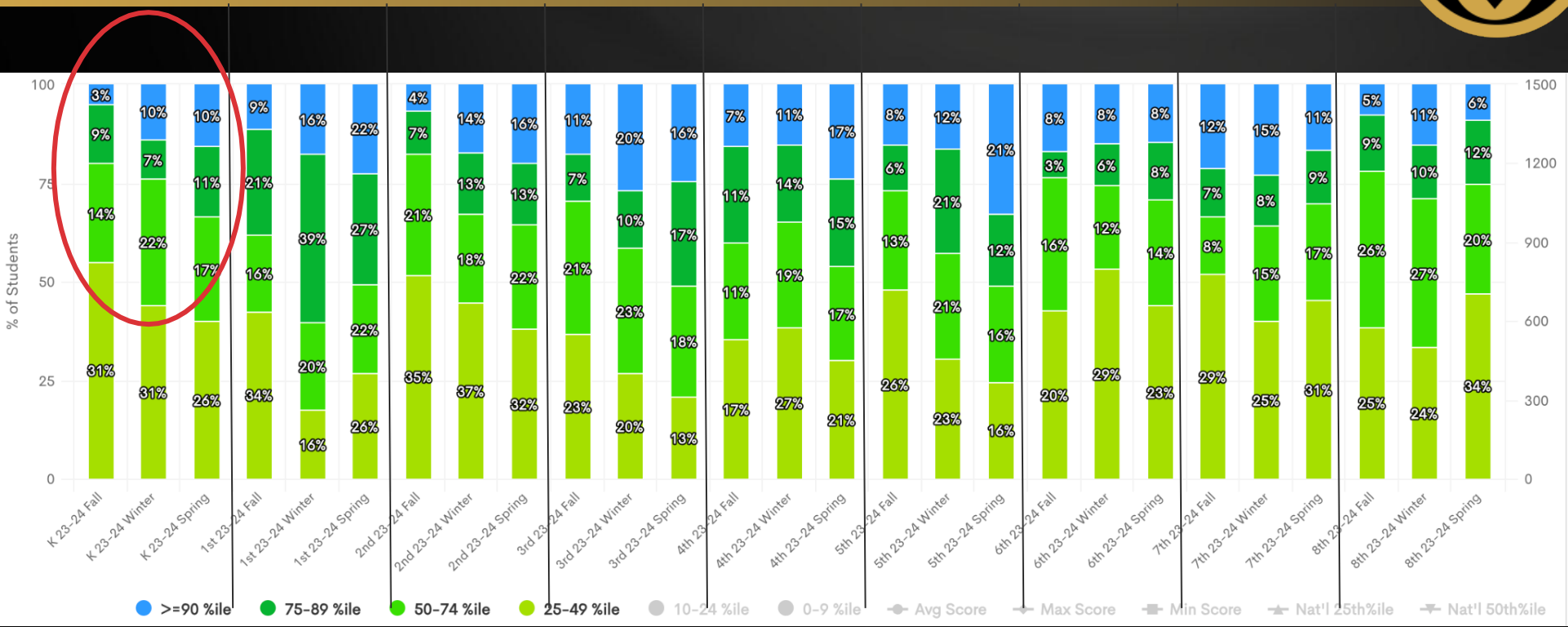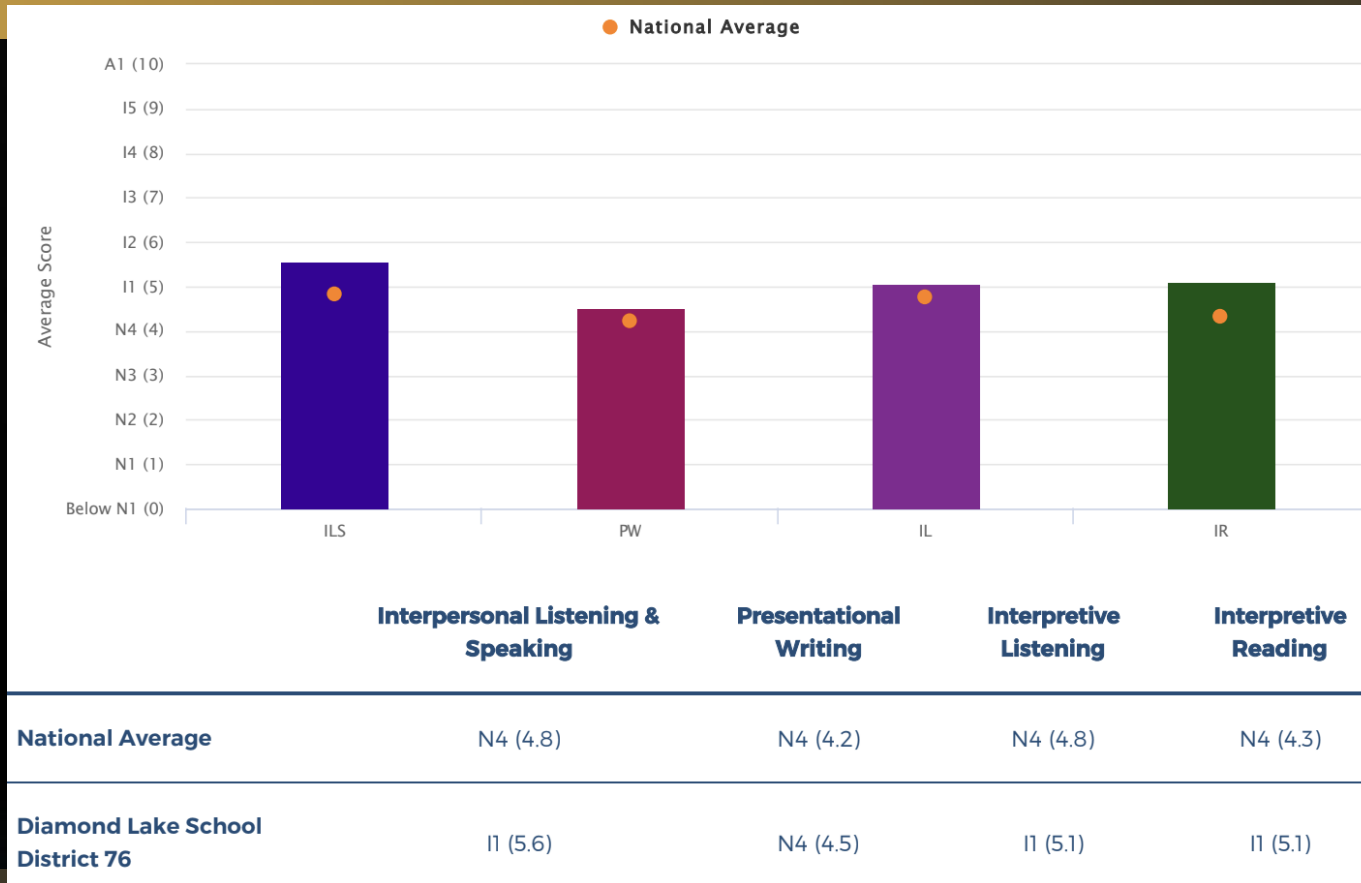
# Tier I Performance Breakdown-Reading
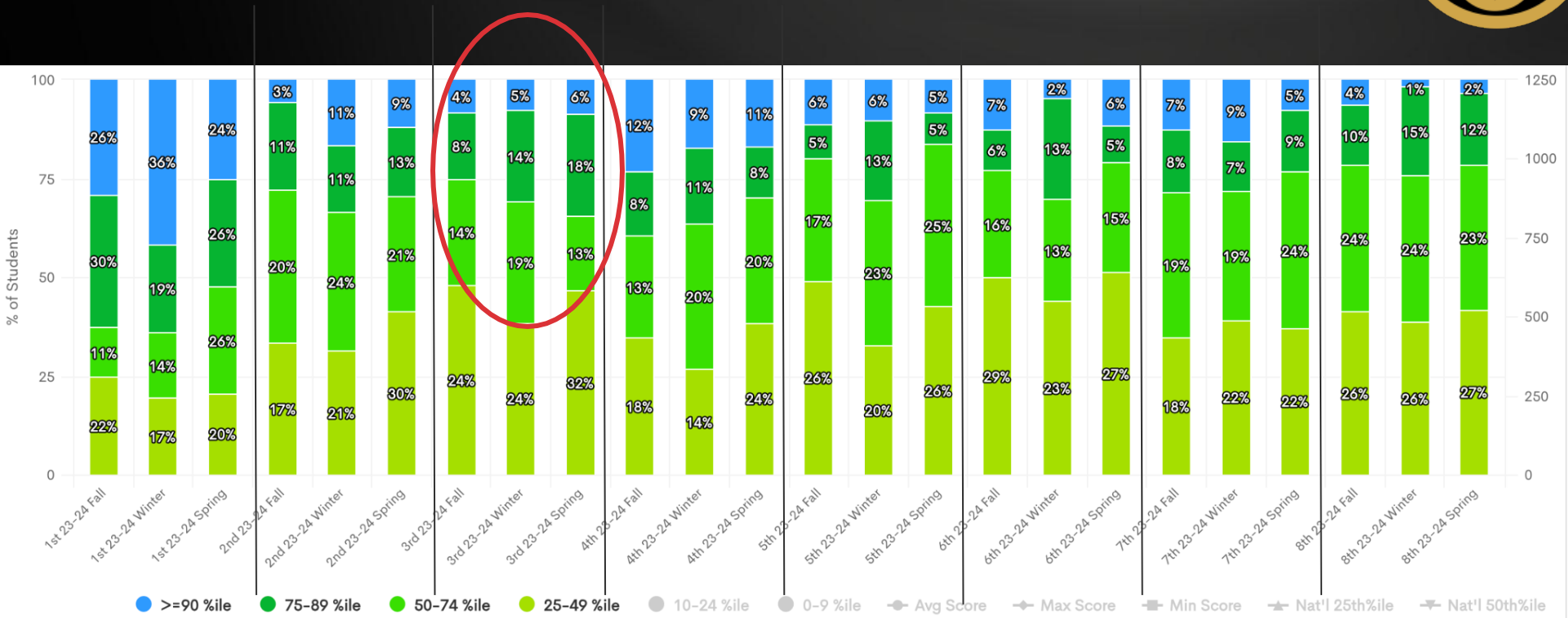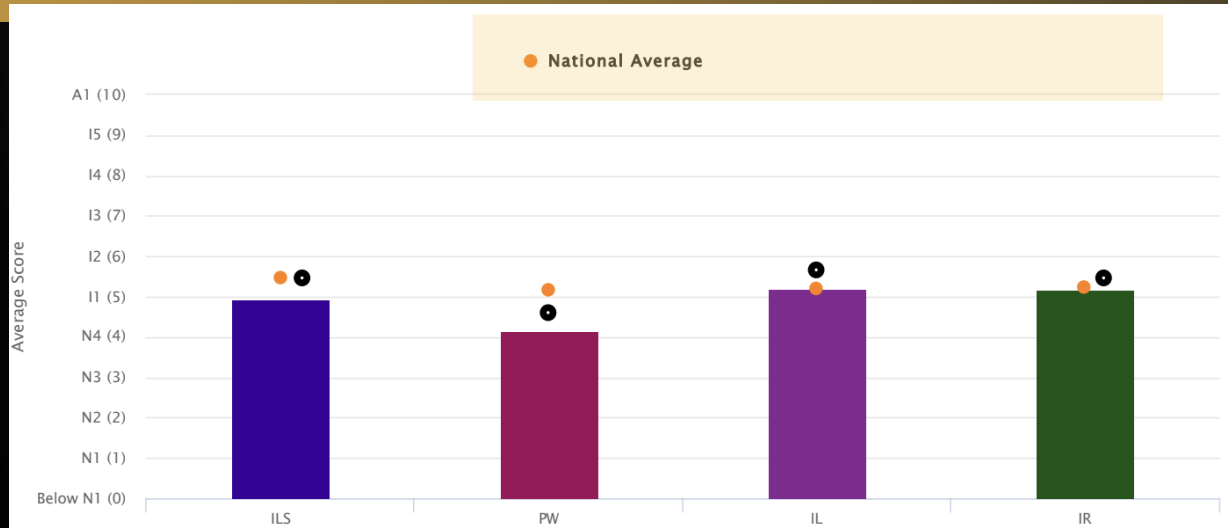
# Tier I Performance Breakdown-Math

# AAPPL Assessment - 5th Grade

● National Average

| | Interpersonal Listening & Speaking | Presentational Writing | Interpretive Listening | Interpretive Reading |
|---|---|---|---|---|
| National Average | N4 (4.8) | N4 (4.2) | N4 (4.8) | N4 (4.3) |
| Diamond Lake School District 76 | I1 (5.6) | N4 (4.5) | I1 (5.1) | I1 (5.1) |

# AAPPL Assessment - 8th Grade

| | Interpersonal Listening & Speaking | Presentational Writing | Interpretive Listening | Interpretive Reading |
|---|---|---|---|---|
| National Average | I1 (5.5) | I1 (5.2) | I1 (5.2) | I1 (5.2) |
| Diamond Lake School District 76 | N4 (4.9) | N4 (4.2) | I1 (5.2) | I1 (5.2) |
| | I1 (5.5) | N4 (4.7) | I1 (5.8) | I1 (5.5) |

A Larger Picture…

Student Target Portfolio

DESSA

SBRC

STAR Reading and Math

Progress Monitoring

Knowing Each Student's Name, Strength and Need
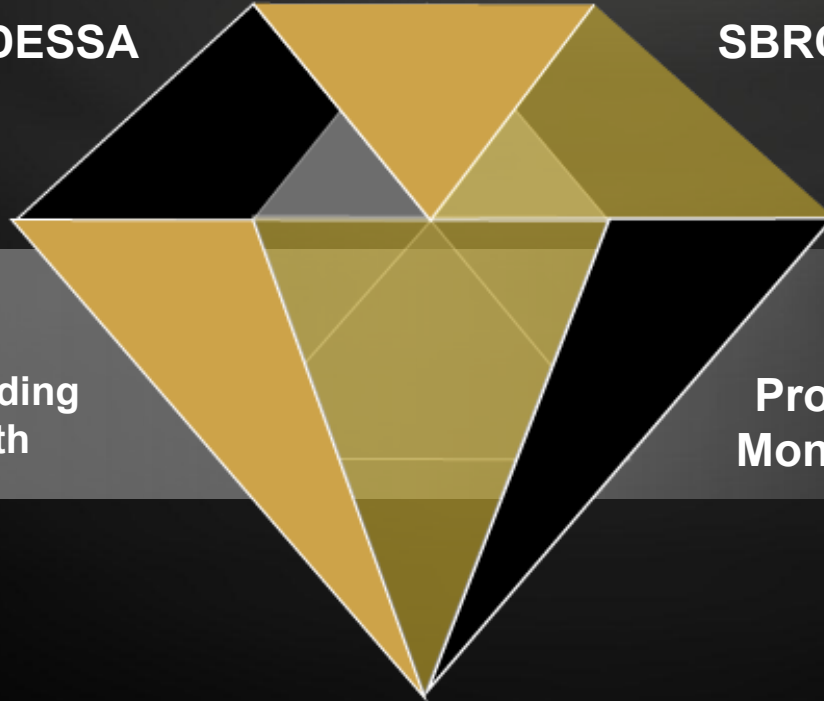
# Next Steps

## Instructional Programs and Initiatives

- Explore how FSCS Grant can support after-school programming
- Unit Plan Redesign
- New Science Curriculum Implementation
- Language and Learning Targets in Every Classroom
- Intervention Progress Reports for families

## Instructional Coaching

- Illinois Literacy Plan Professional Development
- Curriculum & SBRC Assessment Design
- Data Analysis
- Instructional Practice
- Guaranteed and Viable Curriculum (High-Reliability Schools Level 3)
- Peer Observation Facilitation

## Data-Driven Decision Making

- eduCLIMBER Utilization
- Data-Driven Decisions in PLC's (Closing ELL Achievement Gaps)
- Student Progress Monitoring (Fastbridge)
- SIP Goals to close achievement gap for ELL students
- Implementation of MTSS Manual K-8
- Revamp SEL Committee
- Summer Camp Planning

# Director of Engagement & Growth

## Engagement

- Personalized Learning Initiatives
- Coaching and accountability to support staff and principals
- Designing and implementing PLC systems consistently with fidelity
- Develop and support building-level committees related to academics
- Incorporating community programs and outreach district wide
- Modeling, prioritizing and measuring D76 Core Values, Mission and Vision
- LevelUp, LeanIn, SparkleOn

## Growth

- Analyze student and staff data to determine specific needs and variables
- Monthly data evaluation for all buildings based on progress monitoring and benchmark data
- Incorporation of consistent and more student work examples to Team Meetings
- Support and coach principals with instructional leadership, data management and accountability

Questions/Feedback

Preguntas/Comentarios